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ABSTRACT

This document presents proposals for future change at Wellesley. Two categories of change include the faculty and administration agencies and programs of instruction. Two agencies are proposed in the faculty and administration: the committee on educational research and development and the director of educational research. Changes in the program of instruction concern departmental studies, independent studies, integrative studies, departmental majors, M.A.T. program, M.A.C.T. (Master of Arts for College Teaching) program, and further study in a medical school program, Master of Fine Arts, and area study degree programs. Recommended for further study are the exchange programs, foreign study, area studies, divisional field study programs, and divisional interdisciplinary studies. (MJM)

ED 081332

EDUCATIONAL PROPOSALS

for consideration by

THE COMMISSION ON THE FUTURE OF THE COLLEGE

submitted by
Roger A. Johnson
Elizabeth J. Rock
September, 1970

1. List of Proposals and Timetable . . . . . p. 1
2. Preliminary Comments . . . . . p. 2
3. Committee on Educational Research and Development . . . . . p. 7
4. Director of Eudcational Research . . . . . p. 9
5. First Years Study . . . . . p. 9
   Pattern B . . . . . p. 10
   Pattern C . . . . . p. 12
6. Last Years Study . . . . . p. 14
   MAT program . . . . . p. 14
   MACT program . . . . . p. 15

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LIST OF PROPOSALS AND TIMETABLE

FACULTY AND ADMINISTRATION AGENCIES

I. Committee on Educational Research and Development

Constituted and elected by Academic Council in Term I, 1970
Assume responsibilities in Term II, 1970-1971

II. Director of Educational Research

Appointed by the President in Term I, 1970
Assume responsibilities in Term II, 1970-1971

PROGRAMS OF INSTRUCTION

IV. First Years Study

1. Pattern A: Departmental Studies
   Present pattern

2. Pattern B: Independent Studies
   Chartered by Academic Council in Term I, 1970
   Instruction to begin in Term I, 1971

3. Pattern C: Integrative Studies
   Enacted by Academic Council in Term I, 1971
   Instruction to begin in Term I, 1972

V. Last Years Study

1. Departmental Major
   Present pattern

2. M.A.T. program
   Enacted by Academic Council in Term II, 1970-71
   Instruction to begin in Term I, 1971

3. M.A.C.T. (Master of Arts for College Teaching) program
   Enacted by Academic Council in Term II, 1970-71
   Instruction to begin in Term I, 1972

4. Recommended for further study:
   a. First Year Medical (or other professional) School program
   b. Master of Fine Arts
   c. Area Study degree programs

VI. Middle Years Study

Recommended for further study by other Commission agencies or Committee on Educational Research and Development

1. Exchange programs
2. Foreign Study
3. Area studies
4. Divisional Field Study programs
5. Divisional Interdisciplinary Studies

PRELIMINARY COMMENTS

1. Assumptions

We have assumed that Wellesley in the future will continue to be a liberal arts college of academic excellence with a distinct, if not exclusive, commitment to the education of women.

2. Changing Patterns in Higher Education

Colleges and universities, like other institutions of our society, have become involved in increasing numbers in programs of change during the past five years. One publication, entitled simply Change in Higher Education, describes the range of innovative programs developed in established institutions together with the new colleges and universities founded specifically for some experimental educational goal. Such programs of change are not limited to the familiar process of redefining degree requirements and curricular offerings, but extend to alterations of more basic structures of education; for example, some colleges have abolished departments, others have abandoned a set curriculum of studies and still others have dropped multiple courses as the structure for learning.

We do not need to review the variety of factors which have contributed to such changes or the different ways in which institutions have responded to these new developments. However we would like to call attention to two principles on which the recommendations for change in this proposal have been based.

First, we acknowledge the excellent quality of Wellesley's present educational program. As members of the faculty, we are participants in a learning venture which we continue to find intellectually rewarding. We have also learned that a majority of our present students and former students have a high evaluation of their educational experience at Wellesley. Therefore none of our proposals are designed to abolish or replace the basic structures of a Wellesley education: the liberal arts curriculum and its courses; the academic disciplines, its departments and majors.

Second, while recognizing the quality of Wellesley's present education, we propose to take certain steps now to prepare for quality education in the future. No one has a crystal ball to foresee what form effective undergraduate education will take in 1975 or 1980. However experimental programs and test data do suggest that some forms of learning are more effective than others. We therefore propose to establish agencies for limited educational innovation and evaluation within the Wellesley program of education: a Director of Educational Research, a Committee on Educational Research and Development, and two new patterns for first year study. In this way, we hope to facilitate change in a gradual and orderly manner, commensurate with the experience and knowledge developed on our own campus.

3. Diversity and the Quality of Education

Basic to all of the accompanying educational proposals is the commitment to promote educational diversity on the Wellesley campus. We envision a future college in which students learn not only in different courses and different majors but also in different total patterns which involve distinct structures and dynamics of learning. Two considerations inform this commitment to educational diversity.

First, we know that all students do not learn most effectively through the same kinds of learning experiences. The whole personality is involved in the learning process; the same incentive which motivates one student for learning may stifle the curiosity and repress the desire for knowledge in another. Each student brings to her college learning experience her own concerns and hopes for the future, her own abilities and deficiencies. We believe that a Wellesley student should be able to select from a variety of educational options that plan which best suits her intellectual abilities and her personal life style. For many students, this will be the present program of education, which we call Pattern A in the first years and a departmental major in the last years. Other students, however, might find alternative educational paths to be most effective for them. While educational uniformity may have advantages for the efficiency of administration there is little reason to believe it is advantageous for the learning experience of the student. A quality education today is one that includes a significant range of options.

Second, we value diversity of learning styles as appropriate to the social environment of the contemporary college campus. The college, like our larger society, has become a community in which people learn to appreciate and respect those who share different cultural, social and personal styles of life. Wellesley College already provides opportunities for its student to encounter a diversity of social and cultural life styles through its admission policies, exchange programs, foreign study, and East Boston Center. We propose to enrich the diversity of the Wellesley campus by developing patterns of differing education style also.

We look forward to the day when Wellesley students may take pride in their chosen learning pattern, as being right and best for them, without thereby needing to cast scorn upon other learning patterns different from their own. To learn to love and enjoy one's own style of learning, culture, or social mores, without disparaging different styles of life, is itself a significant educational goal in our society.

4. Distinctions between the Lower and Upper Divisions of the College

We draw a clear distinction between the lower division (First Years Study) and the upper division (Last Years Study) of undergraduate education. The student entering the college has quite different needs from the student leaving the college. Thus lower division studies stress integrative or general learning situations; upper division programs stress specialized studies. We see these two different emphases, not as contradictory to each other, but as complementary.

In the main body of this document, we describe in some detail a series of proposals for new programs in lower division and upper division studies. We wish to emphasize here that we do not consider our proposals exhaustive. Especially in relation to upper division studies, we have indicated additional programs which we recommend for further study. In the list of proposals we also suggest programs for the middle years which warrant further examination. We have described in detail only those proposals which could be considered within the limited time available for this project.

As background for your understanding of the new patterns in lower division studies and the M.A.T. and M.A.C.T. programs in upper division studies we offer here a brief discussion of the educational goals and rationale for each.

A. Educational Goals for Pattern A or Departmental Studies

1) The discovery of a new intellectual interest and corresponding competence through the student's exploration of new fields of study.
2) The development of intellectual diversity and breadth of knowledge through the student's endeavor in several different fields of study.
3) The acquisition of a high level of competency in a major subject and related subjects through the student's early commitment to a particular sequence of courses.

B. Educational Goals for Patterns B and C

1) The integration of knowledge for a whole person in relation to her social context;
2) The development of basic skills;
3) The process of discovering, testing, and making a commitment to a particular intellectual discipline.

We understand the first goal to include three dimensions of integrative learning experience. First, early college education should offer some exposure to the process of intellectual integration of different kinds of knowledge. The explosion of knowledge in recent decades has often resulted in a corresponding fragmentation of knowledge for the undergraduate student. Students in both new patterns of the lower division will participate in several learning situations in which faculty from diverse disciplines work on subjects of common intellectual concern. Second, we are concerned for the integration of cognitive skills with affects, values and beliefs. The development of a highly organized technological society, on the one hand, and the emergence of a subjectivistic culture, on the other, has often left the young person in our society alienated. Academic considerations of Western cultural traditions may seem remote from the private experience, social concerns, and counter-cultural forms of expression of students. Both new patterns would include a variety of learning situations in which the critical faculties of the intellect are related to the feelings, concerns and world view of a maturing person. Third, education in the early years should provide some opportunity for the undergraduate student to develop shared values and intellectual concerns with others in a community. The impersonal bureaucratic organization of society has often left the individual student isolated. In the new patterns of education, students would participate in at least one learning experience in which they would examine, through lectures, readings, and seminars, a subject of common concern. This common core of intellectual experience could then be shared in the course of social contacts between students and faculty as well as in academic meetings.

We understand basic skills to include both understanding and expression. Understanding is the intelligent reception of sense stimuli, not only in relation to written texts, but also in response to sound, movement, color and form; other persons as individuals and as members of different cultures or classes; scientific processes and mathematical symbols. Expression is a person's active presence for others, not only in verbal and written forms, but also in physical action, feelings, artistic media, mathematical and scientific symbols, and forms of speech and action able to cross over social, political, and cultural barriers. Students in both patterns would be expected to develop a high degree of competence in several forms of the basic skills of understanding and expression.

We understand that the formation of commitment to a particular intellectual discipline involves several stages. Some first year students have a very clear

expectation concerning their major discipline of study; they should be able to confirm, or prove wrong, their original intention. Others may well need the opportunity to explore in some depth several disciplines of study before they find a field of their choice. Early in the first year student would be encouraged to immerse herself in seminars in particular disciplines. These discipline seminars would be concerned primarily with communicating the basic methods and conceptual framework of a particular field of inquiry. A second stage provides a student with opportunity to test her interest in a particular field by becoming an active participant in that field in some significant way. For example, if her interest is in the subject of history, she may choose to devote a significant block of time for a particular project of historical research and writing. If her interest is in the social sciences she may utilize the resources of the Boston area for her particualr study project. If her interest is in the natural sciences, she may avail herself, with the consent of appropriate College faculty, of necessary laboratory facilities. A student who has become an active participant in a particular field of endeavor is likely to have a higher motivation for further specialized study in that field than one who has only studied about it.

C. Reasons for Patterns A, B, and C

1) Such diversity of patterns would significantly enrich the total educational experience of all Wellesley students; each student would be able to choose that pattern best suited to her interests and abilities.
2) Pattern A has proven effective for the majority of students presently enrolled in the College as indicated by student questionnaires.
3) Pattern A may be particularly attractive to students in structured disciplines and for students who enter college with a clear commitment to a particular discipline.
4) Pattern B may prove effective in developing new educational procedures which may then be appropriated by the larger College.
5) Pattern B and C offer an educational possibility that would make Wellesley more attractive to new groups of prospective applicants, for example students who have completed several Advanced Placement courses and who have already had some experience with independent study in their secondary schools.
6) The development of such patterns of education allows the College to reaffirm its traditional goal of a quality liberal arts education for women with educational procedures explicitly designed to meet the changing expectations of secondary school students and the changing cultural context in which education now occurs.

D. Educational Goals for the M.A.T. and M.A.C.T. Programs

1) Exceptional competence in one or two academic disciplines
   a) Both programs emphasize studies in the academic disciplines(s) in which a student plans to teach; 50% of the M.A.T. and 75% of the M.A.C.T. is devoted to academic stubject matter.
   b) Academic studies in both programs would build upon an already completed undergraduate major.
2) Familiarity with the educational context in which teaching occurs and the psychological dynamics through which learning occurs
   a) Both programs offer theoretical analyses and practical orientation to the appropriate educational environment (the secondary school or the community college).
   b) Both programs offer study in the psychology of the adolescent together with appropriate prerequisites concerned with learning theory.
3) Effective communications in the classroom situation
   a) Both programs include two units of supervised teaching experience.
   b) In addition, through participation in patterns A, B, and C, Wellesley students have been exposed to a variety of teaching models and learning situations which could enrich their own work as a future teacher.

E. Reasons for Establishing the M.A.T. and M.A.C.T. Program

1) Both degrees are recognized as certifying competence for a particular vocation and are directed towards fields of growing opportunity. The M.A.T. is an established degree program for teaching in secondary schools. The M.A.C.T. is less well known as a degree, but related to the need for teachers in the growing number of community colleges and junior colleges.
2) Secondary school and community college teaching provides a practical vocational possibility for the life style of a woman. She may teach for a period of time, leave her vocation for another period of child-raising, and return again to this vocation at a later stage in life. Teaching in secondary schools and junior colleges is also a vocation which may be pursued in a great many cities and towns and does not depend on residence in a fixed geographical location.
3) Through an M.A.T. and M.A.C.T. program, Wellesley College could make a significant contribution to the quality of education in our society by providing the means of certification for its graduates to extend their own educational experience into the lives of other institutions.
4) The M.A.C.T. degree program would contribute to the development of new educational programs within the College itself, specifically Pattern C: Integrative Studies. Advanced Wellesley students could make a significant contribution to the learning experience of entering freshman both as role-models and as discussion leaders.
5) Neither program requires the high level of specialization characteristic of the Ph.D. degree and alien to the ethos of undergraduate education. The M.A.C.T. degree is specifically designed to equip a student with generalist teaching skills and competence in at least two fields of specialization.
6) Both of these programs would require only a modest increase in the instructional budget. Both programs are concentrated in the academic disciplines in which the College already has teaching strength.

5. Educational Proposals and Economic Factors

The economic situation for private institutions of higher education today is not an encouraging one. Although Wellesley College is in a better financial situation than many other institutions, it would be irresponsible to submit educational proposals which require substantial increase in cost at the present time. We have considered the economic factor and have developed programs so as to reallocate rather than increase resources. For example, we have compensated for the increased use of faculty in first year colloquia by the use of teaching assistants in other units of Pattern C. Finally, we expect that some of the costs involved in innovative first year programs and new degree programs for the upper division will be recovered by foundation grants explicitly designed to promote innovations in undergraduate education and degree programs for teaching in secondary schools and Junior Colleges.

6. Notes on Timetable

We recognize that some of these recommendations would be enacted prior to, or at the same time as, Regional Alumnae Councils scheduled for this fall. Our precedent here is the Twelve College Exchange Program which was recommended by the Commission for action prior to its final report. Since none of these items requires a fundamental change in the structure of the College, it seemed possible to take action on them during Term I of 1970.

Other proposals, including the M.A.T. and M.A.C.T. degree programs, would not be considered for action until after the final report of the Commission was submitted in January, 1971

I. *COMMITTEE ON EDUCATIONAL RESEARCH AND DEVELOPMENT

A. Membership
1. Faculty: 5
2. Administration: 1
3. Students: 3

B. Qualifications
1. Faculty: one representative elected by each of the three groups of departments; two members elected at large. The Nominating Committee, in presenting candidates, shall seek to insure maximum diversity by taking into account representatives from large and small departments, senior and junior faculty, and structured as well as unstructured disciplines.
2. Students: one representative from the Sophmore, Junior, and Senior classes.

C. Selection
1. Faculty: elected by ballot prepared by Nominating Committee
2. Administration: Director of Educational Research

D. Term
1. Faculty: three years
2. Students: three years

E. Chairman: Director of Educational Research

F. Functions
1. Gather information concerning research and innovative programs in higher education.
2. Receive and consider student and faculty proposals for new educational programs.
3. Examine questions of long-range educational policies.
4. Develop educational pilot projects.
5. Evaluate special educational programs.
6. Recommend programs and policies to Academic Council.

G. Authority: act with power in initiating educational pilot projects subject to the veto of the Dean and the following restrictions:
1. The Committee may not change existing legislation.
2. The Committee may not make fiscal decisions.
3. An individual program may involve no more than 10% of the student body.
4. A pilot project may exist for no more than three years.

H. Operations
1. The Committee shall periodically hold open meetings to solicit faculty and student views concerning issues in educational policy.
2. The Committee may recommend that a pilot project be adopted by Academic Council as a continuing program of study.

I. Reporting
1. The Committee may report to Academic Council at any time.
2. The Committee shall report annually to Academic Council.

J. Recommendations
1. After six years, there shall be a mandatory review by Academic Council concerning the continuing existence of this committee.

K. Procedures for establishing Committee

1. The Committee shall be a starred committee.
2. The Committee should be constituted by action of Academic Council in Term I, 1970 and its membership elected before the end of that term.
3. All faculty shall be eligible for election to this committee, except those now serving on the four committees elected by preferential ballot.
4. The present Committee on Educational Policy shall be dissolved.

II. DIRECTOR OF EDUCATIONAL RESEARCH

A. Appointed by the President in Term I, 1970-1971

B. Assume responsibilities in Term II, 1970-1971

C. Position in administrative organization: responsible to the office of the Dean

D. Functions of the Director of Educational Research
1. Serves as chairman of the Committee on Educational Research and Development.
2. Sits as a non-voting member on the Curriculum Committee.
3. Conducts research in the field of higher education.
4. Serves as liason between departments and special educational programs.
5. Collaborates with the Development Office for funding of such programs.
6. Collaborates with Publicity Office to prepare information on such programs for students and other interested parties.
7. Administers special educational programs.
8. Develops procedures for evaluating such programs.
9. Oversees area studies and interdepartmental programs.

E. Qualifications for the position
1. Familiarity with Wellesley faculty and programs of instruction
2. Previous experience and/or training in research in the field of higher education
3. Ability to enlist cooperation of faculty in new programs of instruction and styles of teaching

III. FIRST YEARS STUDY

A. Options
1. Pattern A: Departmental Studies
   a. Normally four units of regular curricular offerings in each of the first four terms; the present pattern.
   b. Open to approximately 45% (220 students) of the entering class.
2. Pattern B: Independent Studies
   a. A two-year individually-structured, residential learning program.
   b. Open to approximately 10% of the freshman and sophomore classes (about 100 students total).
3. Pattern C: Integratives Studies
   a. Curriculum
      (1) Four units of study in a first-year special program consisting of integrative lectures and discussions, colloquia, and directed projects.
      (2) Four units of study in first-year regular curricular offerings.
      (3) Eight units of study in second-year regular curricular offerings.
   b. Open to approximately 45% (220 students) of the entering class.

B. Procedures
1. All students are admitted to Wellesley College without regard to patterns.
2. After admission, students would be invited to select a particular pattern.

C. PATTERN B: INDEPENDENT STUDIES

1. Description
   a. Student Constituency
      (1) Wellesley students who seek a liberal arts education through seminars and independent study in their first two years should apply.
      (2) Approximately 50 freshmen and 50 sophomores would be enrolled each year.*
      (3) A faculty and student committee would select Wellesley students qualified to profit from an independent studies program and representative of the academic, geographic, and ethnic diversity of the first-year Wellesley College class.
   b. Faculty
      (1) One faculty-coordinator, appointed by the Dean in consultation with the Educational Research and Development Committee, would have half-time administrative responsibilities and half-time teaching duties.
      (2) The faculty-coordinator, in consultation with the Dean and the Educational Research and Development Committee, would invite others to form the first faculty staff for Pattern B; in most cases they would be selected from the ranks of Wellesley faculty.
      (3) Seven to ten faculty would teach full time in this program.
      (4) The faculty of Pattern B would recommend subsequent faculty appointments in consultation with appropriate departments of the College and subject to the approval of the Faculty Appointments Committee.
      (5) The criteria of competence and diversity of fields would apply to faculty appointments for Pattern B; in addition, two special criteria apply to these appointments:
         (a) Such faculty should be willing to work closely with colleagues from other disciplines on subjects of common intellectual concern.
         (b) Such faculty should be effective in guiding the learning of lower division students in seminars and independent study.
   c. Residential Facilities
      (1) All students would live in one dormitory.
      (2) Faculty offices and some seminar rooms would also be available in this dormitory.
      (3) Faculty could be frequent guests at noon and occasional guests for dinner at dining facilities.
   d. The Relation of Pattern B to the College
      (1) Pattern B as a part of Wellesley College
         (a) Pattern B would be "chartered" for a five year period of time after which it could be dissolved, continued, or reformulated.
         (b) The Committee on Educational Research and Development would oversee the faculty appointments and development of educational policies.
         (c) The appointment of faculty new to Wellesley College for Pattern B would be made in consultation with the appropriate department of the College and with the approval of the Faculty Appointments Committee.

* For the class for 1971-72, 50 students from the Class of '74 and 50 entering freshman (Class of '75) would be selected.

(d) A student in Pattern B would be able to participate in all or portions of lecture and laboratory courses in the College with the consent of course instructor; her tutor would evaluate her work.

(e) A student who completed two years of study in Pattern B would be able to enroll in any 200 level course without prerequisite; a department may require the student to establish her eligibility for 300 level courses.

(2) Pattern B as an autonomous unit

(a) All curricular units, evaluation processes, instructional methods, and procedures of governance would be determined by the faculty of Pattern B in consultation with students.

(b) The faculty of Pattern B would determine the means through which students fulfilled college distribution requirements and language requirements normally completed during the first two years.

2. Forms of Instruction in Pattern B.

a. A common lecture series with accompanying seminars

(1) The subject for the lecture series in any given term of study would be determined by the faculty and student body of Pattern B. It would be a comprehensive and integrative subject of inquiry: for example, Political Power and Justice; Values in Crisis; Asian and Western Views of Evil; Human Freedom in Western Culture.

(2) In any series, several faculty would give lectures according to their special fields of competence.

(3) All faculty and all students would pursue common readings in conjunction with this series and would meet in seminars to discuss both lectures and readings.

b. Discipline seminars

(1) All students would participate in seminars in several different divisions of learning.

(2) Such seminars would not offer an introduction to or survey of material in the field, but would focus on a limited subject of inquiry to illustrate how one proceeds to ask questions and seek answers.

c. Tutorials for independent study

(1) Most of a student's work would take the form of a tutorial program of study.

(2) Faculty would help a student design both programs for study and projects requiring the active involvement of the student so as to be appropriate to the interest and ability of a particular student.

3. Procedure for Establishing Pattern B.

a. Subject to the approval of College Trustees, the Commission on the Future of the College would bring this recommendation to Academic Council for action.

b. If such action were taken by Council in Term I, 1970, a faculty-coordinator could be appointed and a staff gathered in Term II.

c. Costs

(1) Initial costs

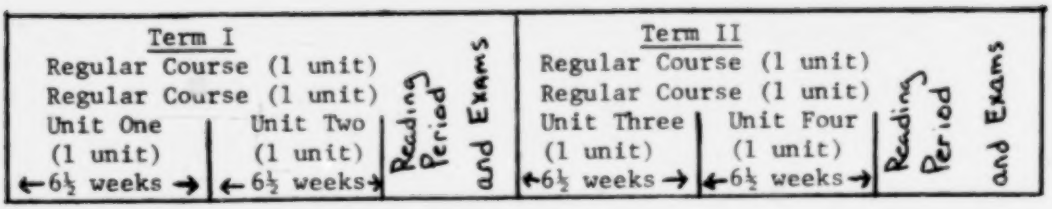
(a) Additional faculty salaries for planning during summer of 1971.

(b) Remodeling costs of dormitory.

(2) Continuing costs

(a) Per student instructional costs should be equivalent to such costs in the College.

D. PATTERN C: INTEGRATIVE STUDIES


Term I
Regular Course (1 unit)
Regular Course (1 unit)
Unit One (1 unit) ←6½ weeks→
Unit Two (1 unit) ←6½ weeks→
Reading Period and Exams
Term II
Regular Course (1 unit)
Regular Course (1 unit)
Unit Three (1 unit) ←6½ weeks→
Unit Four (1 unit) ←6½ weeks→
Reading Period and Exams

1. Four units of study would be elected from regular curricular offerings, two units each term.
2. Four sequential units of study would be elected.
   a. Unit One: integrative lectures and discussions.
      (1) Unit One would meet during the first half of Term I.
      (2) Unit One would be designed to
         (a) Introduce the student to the process of critical inquiry,
         (b) Make the social, political, and cultural concerns characteristic of the first year student the focus of the inquiry, and
         (c) Demonstrate the ways in which diverse kinds of knowledge are related through an interdisciplinary process of inquiry. For example, socical and political issues prominent in student's contemporary experience would be related to the expression of similar concerns in the literature, art, philosophy, and religions of the past.
      (3) Four different topics would be offered in Unit One; for example, Ecstasy in the East and West; Revolutionary Ideologies, Past and Present.
      (4) Each student in Unit One would elect one topic. For each topic, not more than 60 students would meet for two seventy-minute lectures per week; they would also meet in sub-groups of not more than 15 for two seventy-minute discussions per week.
   b. Unit Two: colloquium
      (1) Each colloquium would be designed to expose the student to a particular discipline of study, not by a survey of content nor by a consideration of pure methodology, but by examining limited segments of material so as to communicate a manner of asking questions and developing procedures of inquiry.
      (2) The colloquium would be offered during the last half of Term I.
      (3) Each colloquium would be limited to an enrollment of 12 students.
      (4) Each colloquium would meet for four seventy-minute periods each week.
      (5) Eighteen colloquium from a diversity of disciplines would be offered in Term.I.
   c. Unit Three: colloquium or integrated lectures and discussions
      (1) Two of the topics presented in Unit One and nine of the colloquia from Unit Two would be offered again in the first half of Term II.
   d. Unit Four: directed projects
      (1) In the last half of Term II, one-half of a student's work load would be a particular project (individual or group) in her chosen field of study.
      (2) Each project would be supervised by a teaching assistant.
      (3) A directed project would develop out of a student's prior work in a colloquia or a topic of integrative studies
      (4) A directed project would provide the student with the opportunity to test her interest in a particular field of study by doing a project characteristic of that field.

(5) Such projects might include research in the library for students in the humanities, an experiment in the laboratory for a student in the natural sciences, or a field study project in the city for a student in the social sciences.

3. Faculty teaching load
   a. The following is an estimate of faculty teaching units required for this program:
      (1) Integrative lectures, Term I 8
      (2) Colloquia, Term I 18
      (3) Integrative lectures and colloquia, Term II 13
      (4) Directed projects 0
      (The teaching load for faculty supervising teaching assistants is included in the fourth-year program.)
      39
   b. Thirty-nine faculty teaching units for 880 student learning units (220 students times four units of studies). This would equal a student-faculty ratio of 17 to one.
4. Administration
   a. General responsibility for the program of integrative studies, like similar programs, would be assumed by the Director of Educational Research.
   b. Each topic in Unit One would be the responsibility for one of the participating faculty.
   c. The Director of Educational Research would assist faculty in developing topics for Unit One and arrange faculty time for lecturing.
   d. Each of two faculty teaching in the last years study program would be responsible for supervising nine teaching assistants working with the students on directed projects.

V. Last Years Study

A. Options
1. Department major: B.A. degree according to Articles of Government with 32 units
2. M.A.T.: B.A. and M.A.T. degrees with 36 units
3. M.A.C.T.: B.A. and M.A.C.T. degrees with 40 units
4. Others

B. Procedures
1. Students would be advised during their first two years concerning last years' options in order to plan appropriate programs of study.
2. Depending upon the number of Advanced Placement credits, summer school credits, and Wellesley fifth course credits obtained by a student,
   a. the B.A. departmental major would normally be completed in three to four years;
   b. the B.A. - M.A.T. would normally be completed in four years;
   c. the B.A. - M.A.C.T. would normally be completed in four-and-one-half-years.
3. Normally the B.A. degree would be awarded at the same time as the M.A.T.

C. The B.A. and M.A.T. degree program
1. Prerequisites for the eight unit M.A.T. program
   a. 20 of 32 units required for B.A.;
   b. all other B.A. requirements including language, distribution and requirements for the major;
2. Eight unit M.A.T. program
   a. Term I
      (1) Two units at 300 level in major discipline and/or related discipline
      (2) Education 300: The Secondary School
      (3) Psychology 3XX: The Psychology of the Adolescent
   b. Term II
      (1) Seminar in major discipline
      (2) Discipline 360: The Teaching of . . . in the Secondary Schools
      (3) Supervised teaching
      (4) Education 302 and 303
3. Faculty resources
   a. Three of the eight units in the M.A.T. program are specialized studies in the major or related discipline in addition to the B.A. major requirements. No additional staffing would be required.
   b. Three units in education (Education 300,302 and 303),in addition to education prerequisite courses, are presently offered by the Department of Education. No additional staffing would be required.
   c. A new course, Psychology of the Adolescent, a 300 level course in the Psychology Department, would be added to the curriculum.
   d. Funds would be required for the teaching of Discipline 360: The Teaching of . . .in the Secondary Schools. In the past, a member of the College faculty has worked in cooperation with a secondary school teacher in guiding a student's examination of the curriculum, methods, and resources available for the teaching of a particular subject matter.

D. The B.A. and M.A.C.T. degree program
   1. Prequisites for the twelve unit M.A.C.T. program
      a. 28 of 32 units required for the B.A.;
      b. all other B.A. requirements including language, distribution and requirements for the major.
   2. Twelve unit M.A.C.T. program

<table>
<tr><th>First Term</th><th>Second Term</th><th>Third Term</th></tr>
<tr><td>1. Discipline 300 level
2. Psych. of Adolescent, 3XX
Discussion leader or Discipline 350
Education 4XX: Nature of the College</td><td>1. Discipline 300 level
2. Ed. 4XY; Evaluation Seminar in College Teaching
Lecture or 350 or discussion leader or intern
350 project director 350</td><td>Four units of 300 level study in major discipline and related discipline</td></tr>
</table>

   a. Each student shall complete 7 units of study in academic disciplines.
      (1) These units shall be divided among two related academic subjects so that a student is competent for teaching in two distinct but related fields.
      (2) A maximum of four units of credit in 300-level discipline studies may be transferred into the M.A.C.T. program from another institution.
   b. Each student shall complete 3 units of courses in Education and Psychology.
      (1) Education 4XX: The Nature of the College
      (2) Education 4XY: Evaluative Seminar in College Teaching
      (3) Psychology 3 XX: Psychology of the Adolescent
   c. Each student shall complete two units of practice teaching in two of four different capacities.
      (1) Discussion leader for freshman sections in integrative studies
      (2) Lecture responsibilities for integrative studies in Term II.
      (3) Junior College internship
      (4) Director of individual projects for first year students

Addendum Concerning Evaluative Procedures

We have intentionally excluded specific recommendations on the subject of grading. The accompanying proposals imply that multiple evaluative procedures would develop appropriate to the different disciplines, educational patterns and levels of work. A uniform system of grading is not consistent with the principle of educational diversity.

The Curriculum Committee is presently studying the grading system and its recommendations would apply to Pattern A and the Department major. We have specified that the evaluative procedures for Pattern B would be determined by the faculty of Pattern B in consultation with students [see page 11, (2) (a)]. We also assume that grading procedures would be developed appropriate for Pattern C and the M.A.T. and M.A.C.T. programs.